

CHAPTER III

METHODOLOGY

In this chapter, the researcher discusses the methodology related to the research. It contains the research design, research subject, data collection and data analysis.

3.1 Research Design

Research design is a particular way in conducting a research. According to Ary et al. (2010), research design is the researcher's plan on how to proceed and to gain an understanding of some groups or some context phenomenon in this context. It covers the process of planning and conducting the research. Research design contains procedures that used to obtain the information which is needed to answer the formulation of the research problem. The purpose is to help the researcher obtain the answers for research questions through systematic direction.

This research used a qualitative research design. The researcher's purposes is to determine the teachers' perception on cooperative learning in teaching Speaking for eight graders at SMPN 3 Batu. According to Ary et al. (2010), a qualitative research studies is behavior that occurs naturally in the classroom, an entire school, a playground, or in an organization or community. In short, qualitative research uses the natural environment as the source of data.

According to the explanations above, the design of this research is qualitative research; the design is used to describe the teachers' perception on cooperative learning used by teacher in teaching Speaking.

3.2 Research Subject

The subjects of this research are the teachers of SMPN 3 Batu who teach on eighth grade. There were six English teachers in SMPN 3 Batu. However, in this research, the researcher used three teachers who teach speaking on eighth grade. Those subjects were selected because the researcher needs to determine those teachers' perception on cooperative learning method in learning Speaking.

3.3 Data

This research used qualitative data. Qualitative data are in the form of words such as: perceptions, ideas, or thoughts. This data used words to describe facts and observed phenomenon. Qualitative data obtained through various data collection techniques such as interviews, document analysis, or observation-note. Another form of qualitative data is the image obtained by screenshot or video recording.

3.4 Data Collection

The data collection in this research includes techniques, instruments, and procedures employed in the research.

3.4.1 Techniques and instruments

Instrument is a tool used by researchers to collect the data during the research. There are three instruments used to collect the data. As mentioned by Ary et al. (2010), the common data collection methods used in the qualitative research are (1) observation, (2) interview, and (3) document or artifact analysis.

3.4.1.1 Observation

Observation is an activity to determine the something from phenomenon. According to Cresswell (2014), observation occurs when the researcher takes field notes on the behavior and activities of individuals on the research site. Moreover, observation is an attempt to record all events and activities that occurred during the action took place. The data obtained through observation comes from the subject at the time. The reason why the researcher conducts observation is to present a realistic picture of the behavior or event, to answer the question, to help understand human behavior and to evaluate the measurement of a particular aspect.

The explanation above, the researcher used observation in order to determine the teachers' perception on cooperative learning method used in teaching speaking in the school. In this case, the researcher needed detail information about types and reasons of using cooperative learning method in teaching speaking.

3.4.1.2 Interview

One methods that mostly used for obtaining qualitative data is interview, interview to get information by asking directly to the respondent. Ary et al. (2010) states interviews are applied to gather data from people on their opinions, beliefs, and feelings about situations on their own words. In other words, interview is an activity, which is asking questions about certain topic.

In addition, Ary et al. (2010) defines that there are three categories to conduct the research. Those are unstructured interview, structure interview and semi structured interview. First, unstructured interview is a conventional type of interview in which the question is spontaneously from the situation. The researcher does not use interview guidelines that have been arranged in systematic questions because questions are arising at the moment. Second, structured interview is conducted systematically based on a list of questions that have been prepared. The researcher already expected what information will be obtained. Lastly, the semi structured interview is a type of interview in which the question can be modified during on the interview process. It is based on open-ended questions which means that semi-structured interviews are used to discover the unnoticed problem, the interviews are asked for opinions and ideas.

Based on the discussion above, the researcher used semi-structured interview as a data collection to gather the data. The data are from English Teacher who teaches Speaking on eight grades. Then, the researcher prepared the question that will be asked to the subject. The interview guide contained questions about the cooperative learning method that have been implemented by English teacher and also what the types are they are used.

3.4.1.3 Document and Artifact Analysis

Document analysis is a way of processing the data into information to gain an understanding of the phenomenon. According to Ary et al. (2010), the document analysis can be written (e.g. textbook, journals, transcript, etc.) or non-written (e.g. photographs, video, records, etc.). In this research, the researcher used written documents and records as the instruments. The written documents are lesson plans of the English teacher who teach Speaking on eight grades. Meanwhile, the records and transcribes are the proof from asking and answering questions during the interview.

Based on discussion above, the data collection can be summarized in the table below.

Tabel 3.1. Table of identifying the data

No	Research Problem	Source of Data	Data	Data Collection and Technique
1	What are the types of learning method used in teaching speaking for eight grades at	Teacher	Ideas and Opinions	1. Interview 2. Document analysis

SMPN 3 Batu?				
2	What are the reasons for selecting of cooperative learning method in teaching speaking for eight grades at SMPN 3 Batu	Teacher	Ideas and Opinions	1. Interview 2. Document Analysis

3.4.2 Procedures

In collecting the data, the researcher follows the below steps to ease the process of data collecting.

1. Creating and preparing the interview guide.
2. Conducting the interview with the teachers to get information related to the research problem in order to answer it.
3. Recording the interview from the English teacher who teach Speaking on eight graders
4. Transcribing the interview record.

3.5 Data Analysis

After doing the observation and interview, the researcher analyzed the data based on observation-note and interview guide. All of the data that had been collected will be analyzed in several steps. As mentioned by Miles, Huberman, & Saldana (2014), there are three steps in conducting data analysis process in qualitative research. The data are explained as follows:

1. Data condensation

Data condensation is an activity that leads researcher to summarize, choose and focus on the data that had been taken from participants. According to Miles et al.

(2014), data condensation refers to the process of selecting, focusing, simplifying, abstracting, and or transforming the data into the written text (observation-notes, interview transcripts, and documents). Moreover, the researcher uses data condensation by sifting through, categorizing, making abstractions from filed notes, interview and documentation to identify the similar phrases in this research.

2. Data display

In qualitative research, data display was done in form of description. Description of the data directed to data condensation results are organized and arranged in relationship pattern, so that more easily understood and planned further research. In this step, the researcher tried to arrange the relevant data so the information can be concluded and have a certain meaning. The process can be done by displaying the data, making the relationship between phenomenon to interpret what happened and what needed to be followed up to catch the research purposes. The result of the data is an important step towards achieving a valid and reliable qualitative research. Then, the data will be presented in the form of narrative text, tables, and photos.

3. Drawing and verifying conclusion

The final step in qualitative data analysis is drawn and verified conclusions. In this step, the researcher identified the results of interviews that have been obtained and identified. The conclusion will be still temporary and it will be changed if there was no strong evidence to support the next data collection. Meanwhile, if the conclusion raised in the early stages was supported by strong evidence when the researcher

returned into the field to collect the data. Therefore, the conclusion obtained is credible conclusion.

